DOCUMENT RESUME

ED 387 940 EA 027 140

AUTHOR Gettys, Cynthia M.; And Others
TITLE 21st Century Administrator Development Program.
PUB DATE Nov 94
NOTE 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Administration; Elementary Secondary Education; *Employment Opportunities; *Inservice Education; Leadership Training; *Management Development; Principals; *Professional Development; Professional Training; School Administration
IDENTIFIERS *Chattanooga Public Schools TN

ABSTRACT

As more administrators retire, it becomes increasingly necessary to train competent individuals to assume educational leadership positions. Recognizing this need, the Chattanooga Public Schools established an administrator development program to assist in the further training of educational leaders. The program was conducted annually during 3 school-calendar years (1991-92, 1992-93, and 1993-94) and consisted of 12-15 weekly 2-hour sessions from November through March. Level I was designed for teachers holding administrative certification who were interested in becoming administrators, and Level II was designed to train principals, assistant principals, and system directors holding administrative certification who were interested in advancing at the administrative level. Findings show that during 1992-93 and 1993-94, women achieved the majority of the promotions. Caucasian women accounted for 44 percent of the promotions and African-American women accounted for 27 percent. Over all 3 years, women achieved 72.3 percent of the promotions. During the first 2 years, 40 percent of Level I participants were promoted. Fifty percent of Level II participants during the 1993-94 year were promoted to administrative positions as assistant principals, principals, or system directors. The district's principal-selection committee believes that participation in the administrator-preparation program better prepares people for participating in the micropolitical process of school administration, which involves conflict over resource allocation. More cooperation between school districts and institutions of higher education is needed to integrate preservice and inservice training for administrators. Four figures are included. Contains four references. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 387 940

21st CENTURY ADMINISTRATOR DEVELOPMENT PROGRAM

presented at

the Mid-South Educational Research Association

Nashville, Tennessee

November 9 - 11, 1994

Cynthia M. Gettys
University of Tennessee at Chattanooga

Eleanor A. Barnes
Lonita D. Davidson
Stuart M. Silberman
Chattanooga Public Schools
Division of Human Resources
Chattanooga, Tennessee

EA 027 140

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Gettys

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Introduction

In its earliest years the current educational reform movement focused on ways to improve teaching. As a result, such new programs as teacher testing, state level evaluation programs, career ladder, and merit pay were proposed and, in some cases, implemented. In the last five years, however, the focus has shifted somewhat; researchers and policy makers have begun to call for the reform of school administration (Gettys & Fowler, 1990) with attention being paid directly to administrator preparation and selection.

Until recently in many school systems, the approach used for the selection of principals was based primarily on successful completion of a graduate program leading to professional certification, success as an assistant principal or at some other administrative role within or at the system level. Principals selected in this manner (Mosrie, 1990) approached the position with varing degrees of competency, and tended to stay in these positions until they were promoted or retired.

The effective school research of the late 70's and early 80's focused on the principal as a key factor in determining the overall effectiveness of a school. Recent reform reports have resulted in increased interest in the effectiveness of schools and therefore, have placed an even greater emphasis on selecting, training, and supporting principals (Mosrie, 1990).

Peter L. LoPresti (1982) concluded that it is possible to build a better principal. He went on to state that the full

preparation of a school site administrator does not take place only on the university campus, does not conclude with the awarding of a degree, initial credentialing or even at the point of initial appointment to the principalship.

Problem

The necessity for training highly competent individuals to assume educational leadership positions has become increasingly crititcal, as a sizeable percentage of school administrators have begun to retire (Richardson, 1989). Recognizing this need, the Chattanooga Public Schools, an urban school district, established an Administrator Development Program to assist in the further training of educational leaders.

Purpose of Study

The purpose of this study was to determine how successful the Administrator Development Program Training Levels I and II were in preparing educators who were then selected to fill available administrative roles within this urban district.

Findings

The Chattanooga Public School System is made up of 20,190 students, 62% African American and 38% Caucasian; 1,249 teachers, 33% African American and 77% Caucasian, 18% male and 82% female; 72 administrators, 47% African American 53% and Caucasain, 60% male and 40% female.

In 1989-90 Superintendent Harry Reynolds charged the three area school directors (Stu Silberman, Lonita Davison, and Sammy Gooden) with researching and developing an administrator training

program. That year was devoted to the three of them talking with administrators and teachers about the possibilities of a program. The year 1990-91 continued this process of conversations including extended conversations with administrators representing other local education agencies across the United States. These discussions resulted in a decision to provide an Administrator Development Program for the Chattanooga Public Schools under the auspecises of the Divison of Human Resources. This program would provide a pool of certified staff prepared to fill administrative jobs. Administrative jobs include positions as assistant principal, principal, and/or director.

At the beginning of 1991-92 the Chattanooga Public Schools, an urban school district, established an Administrator Development Program to assist in the further training of educational leaders.

The two-fold goal of this program was to:

- train a group of existing employees to assume progressively higher educational leadership roles as they develop in the district.
- improve the skills of current administrative staff to enhance the delivery of instruction and to promote effective leadership.

The Administrator Development Program has been conducted annually during three school calendar years (1991-92, 1992-93, 1993-94) and consisted of twelve to fifteen weekly two-hour sessions beginning in November and lasting through March. Participants were expected to attend all sessions and to participate in all outside activities. Outside activities

included the completion of required readings, writings, and participation in simulated activities.

All teachers holding administrative certification who were interested in becoming administrators were invited to apply to participate in the Administrator Development Program Level I. All principals, assistant principals, and system directors holding administrative certification who were interested in advancing at the administrative level were invited to apply to participate in the Administrator Development Program Level II. Those who applied to participate in either Level I or Level II Training were required to submit a resume, two letters of recommendation, and a writing sample. The applicants were then ranked using the above data and the top applicants were accepted into Level I or Level II of the Administrator Development Program Training. The call for this program entry information appeared in the Chattanooga Public Schools Communicator in late September or early October each year. The call specified which Administrative Development Program would be available.

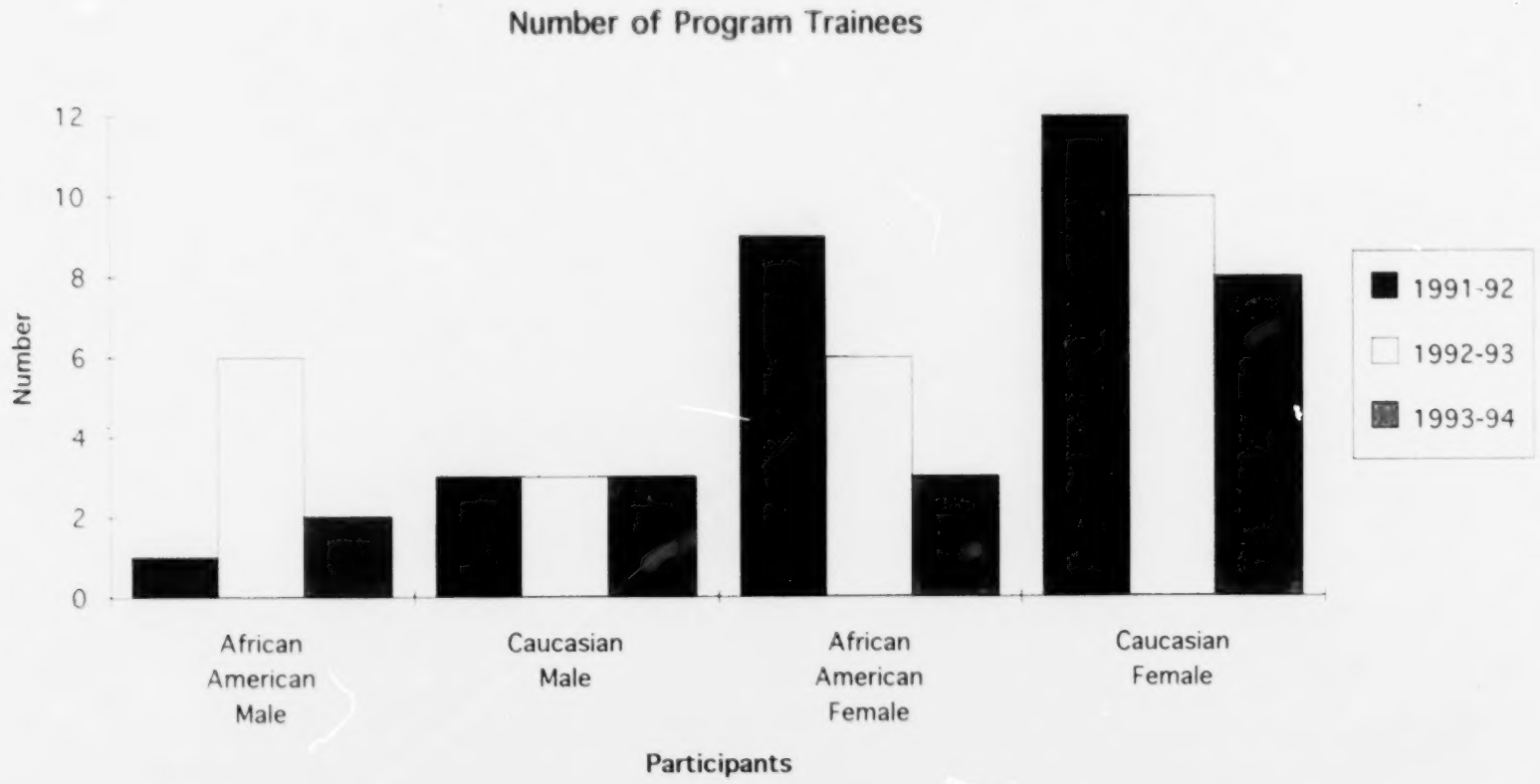
A pilot program providing Level I Training was executed during the 1991-92 school year, Dr. Colbert Whitaker, Professor of Administration & Supervision and the University of Tennessee at Chattanooga worked with the pilot program. The group of 25 participants was comprised of 1 African American Male (4%), 3 Caucasian Males (12%), 9 African American Females (36%), and 12 Caucasian Females (48%). Forty-four per cent of those participants have been promoted to administrative positions as

assistant principals, principals, or system directors.

A second group of 25 teachers participated in Level I Training during the 1992-93 school year. This group was comprised of 6 African American Males (24%), 3 Caucasian Males (12%), 6 African American Females (24%), and 10 (40%) Caucasian Females. Forty per cent of those participants have been promoted to administrative positions as assistant principals, principals, or system directors.

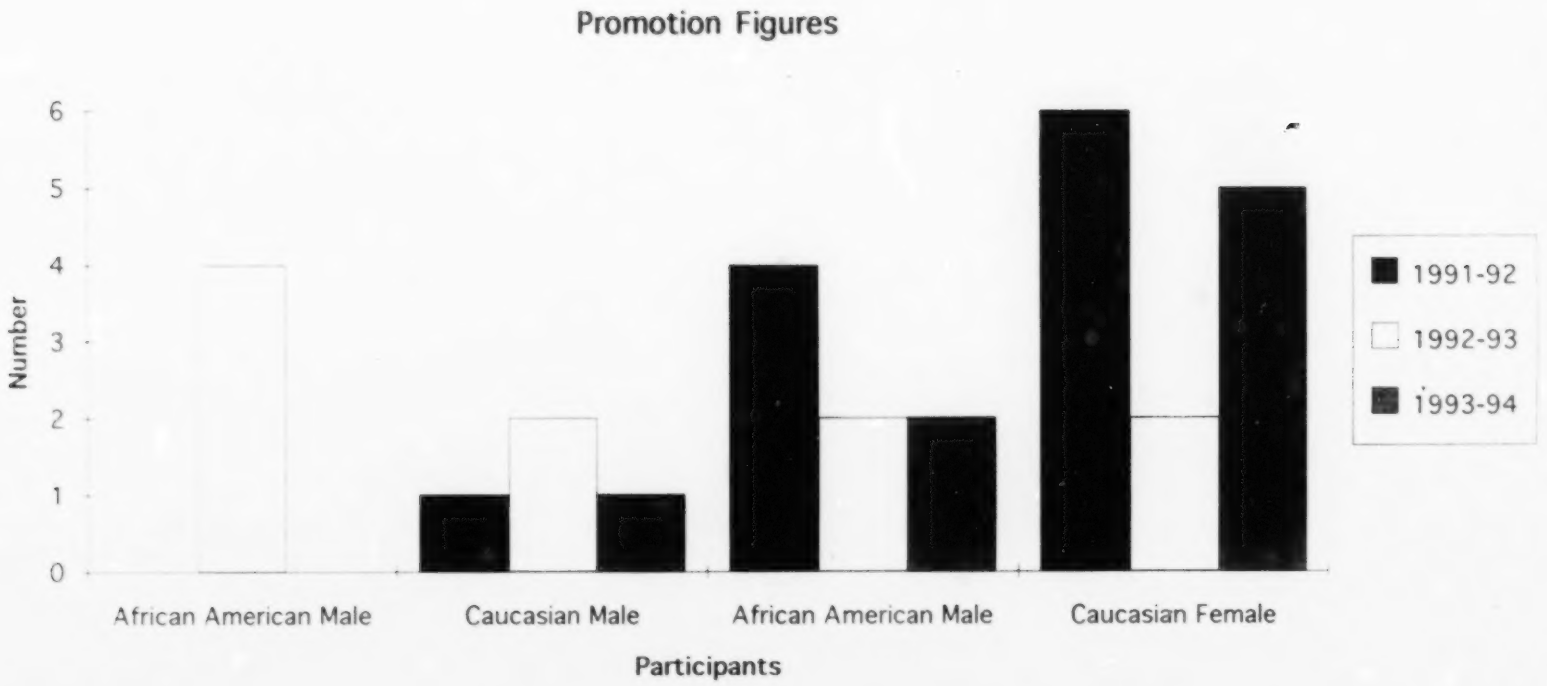
A third group of particpants were brought together for Level II Training during the 1993-94 school year. The make up of this group included 2 (13%) African American Males, 3 (19%) Caucasain Males, 3 (19%) African American Females, and 8 (49%) Caucasian Females. Fifty per cent of the participants in the Level II training have been promoted to administrative positions as assistant principals, principals, or system directors.

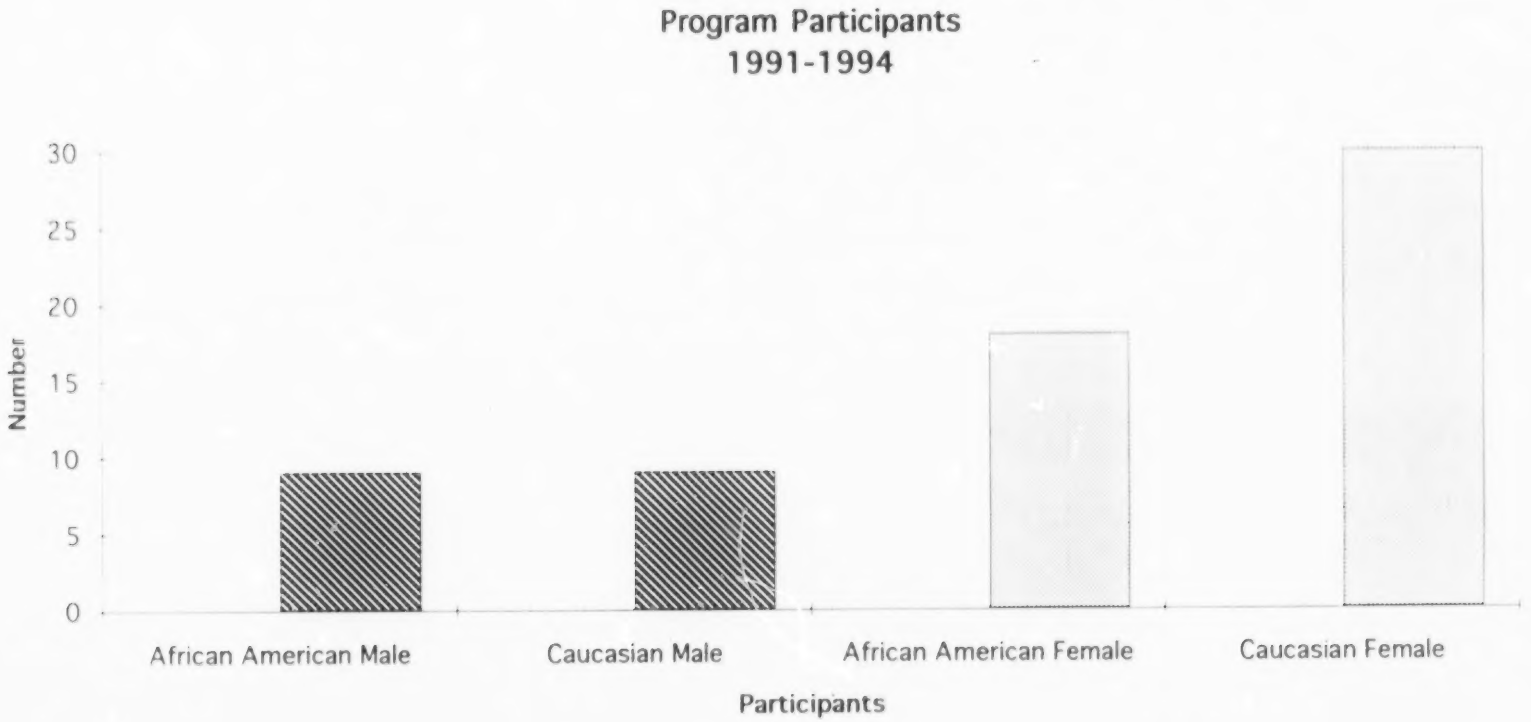
See Figure 1 for a 3 year composite graph of the yearly program participants of the Administrator Development Program Training. Figure 2 shows a 3 year composite graph of the yearly program participants, who have been promoted to positions as assistant principal, principal, or system director for all three years. Figure 3 shows a total composite graph of the program participants of the Administrator Development Program Training. Figure 4 shows a total composite graph of the program participants who have been promoted to positions as assistant principal, principal, or system director for all three years.



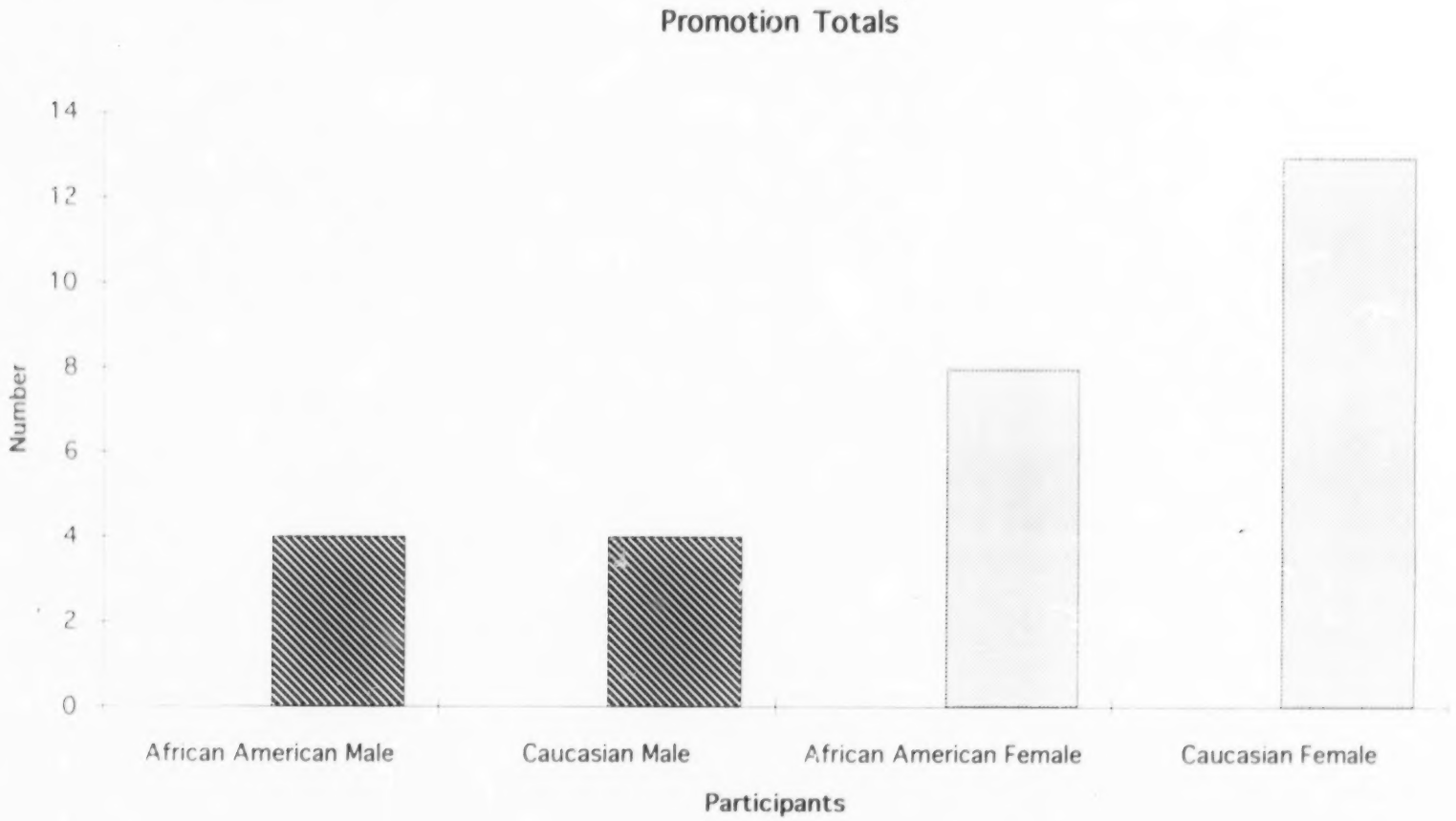
BEST COPY AVAILABLE

8


Promotion Figures
6
5
4
3
2
1
0
Number
African American Male
Caucasian Male
African American Male
Caucasian Female
Participants
1991-92
1992-93
1993-94



BEST COPY AVAILABLE


Promotion Totals
14
12
10
8
6
4
2
0
Number
African American Male
Caucasian Male
African American Female
Caucasian Female
Participants

Within the Chattanooga Public Schools, promotion to an assistant principalship is the normal progression on the ladder of the Administrator Development Program. Promotion to the principalship is a normal progression following one or more years at the assistant principalship level, dependent on system vacancies. Several Level I participants moved into director or assistant director positions before moving on to the principalship.

Retirement incentives were offered at the end of the 1992-93 and 1993-94 school years which produced more administrative openings than would normally occur. The Administrator Development Program with its strong emphasis on the training of women resulted in Caucasian Females (44%) and African American Females (27%) making up the majority of the promotions. The promotion of African American Males (7%) and Caucasian Males (13.7%) rounded out the total promotions from this pool during this period. Females received the majority of the administrative promotions over these three years, 72.3%. This factor can be traced in part to the location of the administrative openings at the Elementary and Middle School levels, traditional placements for women administrators.

The spring of 1994 offered high monitary incentives for retirement so many new principals and assistant principals needed to be selected. Dr. Reynolds, Superintendent and Stu Silberman, Assistant Superintendent requested a group of teachers, parents, and community representatives to serve on a principal selection

committee. The committee spent two days interviewing all of the applicants for all of the administrative positions. No one name was recommended for any specific position, but all were ranked according to the merits of their interviews for an administrative position. Following his own round of interviews, Dr. Reynolds made the final decisions and matched the candidates with the school he felt they could best serve.

As the committee interviewed the administrative applicants it became obvious to all of them that even though all of the candidates had the same credentials, they were not all equal in preparation. This study is the result of questions asked by Dr. Gettys, UC Foundation Assistant Professor & Chairwoman of the Administrator Selection Committee. She is thankful to the Human Resources Department of the Chattanooga Public Schools for sharing the data reported in this paper with her. The Chattanooga Public Schools has developed an Administrator Development Program that goes beyond the regular university program in the preparation of administrators.

It should be noted here that there were six additional principalships available within the Chattanooga Public Schools during the summer of 1994 that were not filled by the parent, teacher, community Administrator Selection Committee. All of the Administrator Development Program Trainees that applied for administrative jobs who had been recommended by the committee had been placed. Experienced principals from outside the system and state were selected to fill two positions. Four other certified

administrators who had not attended Administrator Development Program Level I or II Training were promoted from the position of assistant principal to principal; all four were currently serving the system as assistant principals, two had been principals in the past, but were assistant principals for the 1993-94 school year.

Recommendations for Further Study

Level I training is being offered again during the 1994-95 school year. Because Level II Training had the highest level of promotions it is recommended that it be offered every third year and that it be expanded to included current administrators as well as persons who have completed Level I Training that wish to continue their preparation until other administrative openings are available.

Continuation of the current study is recommended with further research to include a survey and in-depth interviews with new administrators chosen from the Administrator Development Program asking them to rank their preparation programs and to identify any additional preparation or support needed in their positions as administrators.

Additional research needs to ask a hard question. Does the Administrator Development Program Level I and II Training better prepare people for administration than only the completion of an Administration & Supervision Program at a local university? Should this question be addressed it would involve the evaluation of all administrators within the Chattanooga Public Schools.

Summary

It seems that moving into a principalship brings an individual into the heart of a micropolitical process through which power and resources are continually being allocated and conflicts are continually being resolved (Gettys & Fowler, 1990). Speaking for the selection committee, we feel that participation in the Administrator Preparation Program better prepares people for this active conflict.

As we near the year 2000 more and more openings in administration will occur naturally so the need for an Administrator Training Program such has been described in this paper to remain in place is real. Changes in the training of school administrators will not be made easily or without some cost.

Cooperation between school districts and higher education institutions is currently precluded by rigid staffing and funding formulas at both levels. The time has come for all in education to stretch the limits of previous thinking and to integrate preservice and inservice training for administrators.

Bibliography

Gettys, C.M. & Fowler, F.C. (1990). A Tennessee Case Study: Eight Beginning Principals. TASCD.

Maher, R. (1988). Are Graduate schools preparing tomorrow's administrators? NASSP Bulletin, 72 (508), 30-38.

Mosrie, David. (1990). An effective principal training and support system. NASSP Bulletin, 12-15

Richardson, M.D. Changing principal preparation programs: A five-phase model. Paper presented at the Annual Meeting of the Souther Regional Council on Education Administration, Columbia, SC, November 11-14, 1989.